

Bilingual Education: An Individual Right, A National Asset, A Global Imperative

CABE 2004

March 4-7, 2004

29th Annual Conference

San Jose McEnery Convention Center

150 W. San Carlos St.

San Jose, CA 95113

4:00 to 5:30

Hilton San José, Almaden II

Dual Language Programs in Action**Participants**

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Introduction

Joan: Overview of Models
 Dawn: Linguistic Human Rights
 Le: Levels of Bilingual Education

Round table discussion of program models implementation

Osborn Elementary, Turlock School District
 Cesar Chávez, Davis Joint Unified School District
 Grayson, Patterson School District
 Selma Herndon Elementary School, Livingston Union School District

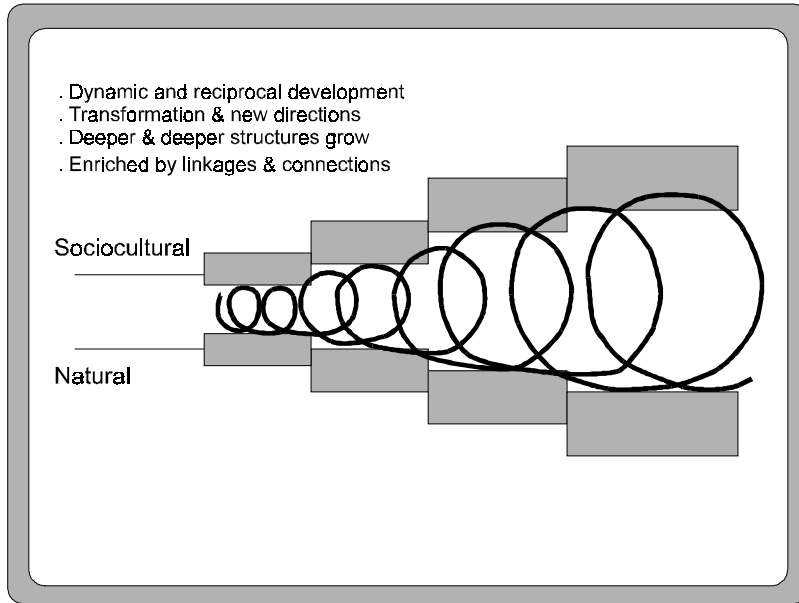
Conclusion:

Joan, Le, Dawn

Dual Language Models

Program	Goals	Students	Teacher Preparation	Time
French Canadian Immersion	1.) English and a second language (bilingualism/biliteracy) 2.) High academic achievement	Language Majority Population	Credential	K-6
Bilingual, Dual, or Two-way Immersion	1.) English and a second language (bilingualism/biliteracy) 2.) High academic achievement 3.) Positive cross-cultural relations	Language Majority & Minority Populations	Credential	K-6
Maintenance/ Enrichment Bilingual Education	1.) English and a second language (bilingualism/biliteracy) 2.) High academic achievement 3.) Positive cross-cultural relations	Language Majority & Minority Populations	Credential	K-6
Structured Immersion	English Only	Language Minority Population	English Only	9 Months
Structured Sheltered English Immersion	English Only	Language Minority Population	No Preparation	9 Months
Transitional Bilingual Education	English Only	Language Minority Population	Aide/ English Only	Short as Possible

Wink, J. (2002). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn & Bacon.




Language and Thought
Dynamic from Vygotsky

Wink, J., & Putney, L. G. (2002). *A Vision of Vygotsky*. Boston, MA: Allyn & Bacon.


Vygotsky viewed this experience as a key factor in impacting the relationship of thought and speech. Students use language to communicate thoughts, and through the social act of verbalizing those thoughts combine their experiences with those of others (Wink & Putney, 2002).

Play Creates a ZPD



Play mediates the learning of children

In play, children become a head taller than their current selves.



Vygotsky, 1978

Resources:

CDE Language Policy and Leadership Office

Judy Lambert, jlambert@cde.ca.gov

916-319-0265

CA State Department of Education: Two Way Bilingual Immersion website

<http://www.cde.ca.gov/el/twoway/>

<http://www.ed.gov/legislation/FedRegister/announcements/2003-2/050903a.p>

This is the site for the two-way grants.

CREDE

http://www.crede.ucsc.edu/research/llaa/1.1_final.html

90/10 and 50/50 Two-Way Bilingual Immersion and One-Way

Developmental Bilingual Education programs are the only programs found to date

that assist students to fully reach the 50th percentile (scoring above 50% of

the other test takers) in both their native language and English in all

subject areas and to maintain that level of high achievement, or reach even higher levels through the end of their schooling. The fewest dropouts come from these programs.

Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz. http://www.crede.ucsc.edu/research/llaa/1.1_final.html

The Thomas and Collier 2002 national study, funded by the U.S. Dept. of Education, may be found at:

Thomas, W.P., & Collier, V.P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*.

The National Study on Effectiveness of School Programs for Language Minority Students

<http://www.cal.org/store/>.

Now available in print. Conducted by CREDE researchers Wayne Thomas and Virginia Collier, the report details findings from long-term (5 to 13 years) studies on the academic achievement of language minority students in five U.S. school districts. Ground-breaking in its scope, this report examines student performance across different language program designs. Included is a description of the study design, extensive data and analyses, and thought-provoking implications for educational policy. (331 pp. total; 150 pp. tables and figures). \$25 plus sales tax (DC and FL only) and shipping and handling. To order, contact crede@cal.org or call 202-362-0700 or visit (Announcement printed in CREDE newsletter, March 2003)

Heritage Language

A heritage language is one not spoken by the dominant culture but is spoken in the family or associated with the heritage culture (Krashen, Tse, & McQuillan, 1998, p. 3)

Stephen D. Krashen

<http://www.sdkrashen.com/>

A heritage language is the language of the heart. It is the language spoken between parent and child to express love. It is the language of childhood and family stories. Each person carries within all of the norms, stories, politics, spirituality, expectations, and history of our heritage language. Experiences feel more real. For example, often Holocaust survivors cannot describe their experiences in the heritage language. The pain is too intense. They can describe these horrors only in their second or third languages. These languages learned later, provide the necessary distance to make the words utterable. Our heritage language with all that it encompasses is a primary lens through which we experience the world (Wink & Wink, 2004, p. 112).

Wink, J., & Wink, D. (2004). *Teaching passionately: What's love got to do with it?* Boston, MA: Allyn & Bacon.